Index □ Volume 35, 1987

ARTICLES *(by title)*

Artificial intelligence applications to high-technology training, Christopher Dede, 35:3, 163–181.

Assessing functional effectiveness of pictorial representations used in text, Jeffry A. Hurt, 35:2, 85–94.

Characteristics of cognitive engineering: The next generation of instructional systems, Francis J. Di Vesta and Lloyd P. Rieber, 35:4, 213–230.

Comparison of computer-assisted instruction and print drill performance: A research note, Donald L. Campbell, Dennis L. Peck, Charles J. Horn, and Robert K. Leigh, 35:2, 95–103.

A computer-based strategy for personalizing verbal problems in teaching mathematics, Steven M. Ross and Padma G. Anand, 35:3, 151–162.

Degree of mnemonic support and students' acquisition of science facts, Charles R. Morrison and Joel R. Levin, 35:2, 67–74.

Designing electronic text: The role of print-based research (ERIC/ECTJ Annual Review Paper), James Hartley, 35:1, 3–17.

Effect of pictures on recall of written prose: How durable are picture effects? Gary L. Anglin, 35:1, 25–30.

The effects of age of viewer and gender of the narrator on children's visual attention and recall of story ideas, James D. Klein, Dalene R. Voss, and Robert A. Reiser, 35:4, 231–238.

The effects of ascending, descending, and fixed criteria on student performance and attitude in a mastery-oriented course, Robert A. Reiser, Marcy P. Driscoll, and Adriana Vergara, 35:4, 195–202.

The effects of orienting activities and cognitive processing time on factual and inferential learning, Michael J. Hannafin, Timothy L. Phillips, Lloyd P. Rieber, and Casey Garhart, 35:2, 75–84.

The effects of variations in lesson control and practice on learning from interactive video, Michael J. Hannafin and Maryanne E. Colamaio, 35:4, 203–212.

Enriching children's recall of picture-dictionary definitions with interrogations and elaborated pictures, Eileen Wood, Michael Pressley, James E. Turnure, and Ruth Walton, 35:1, 43–52.

Four studies dealing with mediated persuasive messages, attitudes, and learning styles, Michael R. Simonson, Roger Aegerter, Timothy Berry, Terry Kloock, and Robert Stone, 35:1, 31–41.

Is systematic telephone tutoring more effective for some correspondence students than for others? An exploratory study, Gordon Thompson and Alan B. Knox, 35:2, 105–117.

Microcomputers and continuing motivation, Sherrie L. Seymour, Howard J. Sullivan, Naomi O. Story, and Mary Lou Mosley, 35:1, 18–23.

A study of the attitudes of pre-service teachers toward the use of computers, Alex A. Koohang, 35:3, 145–149.

Three-dimensional computer animated graphics: A tool for spatial skill instruction, Susan Lee Zavotka, 35:3, 133-144.

ARTICLES *(by author)*

Aegerter, Roger. *See* Simonson, Michael R.

Anand, Padma G. *See* Ross, Steven M.

Anglin, Gary L., Effect of pictures on recall of written prose: How durable are picture effects? 35:1, 25–30.

Berry, Timothy. *See* Simonson, Michael R.

Campbell, Donald L., Dennis L. Peck, Charles J. Horn, *and* Robert K. Leigh, Comparison of computer-assisted instruction and print drill performance: A research note, 35:2, 95–103.

Colamaio, Maryanne E. *See* Hannafin, Michael J.

Dede, Christopher, Artificial intelligence applications to high-technology training, 35:3, 163–181.

Di Vesta, Francis J., *and* Lloyd P. Rieber, Characteristics of cognitive engineering: The next generation of instructional systems, 35:4, 213–230.

Index □ Volume 35, 1987

ARTICLES *(by title)*

Artificial intelligence applications to high-technology training, Christopher Dede, 35:3, 163–181.

Assessing functional effectiveness of pictorial representations used in text, Jeffry A. Hurt, 35:2, 85–94.

Characteristics of cognitive engineering: The next generation of instructional systems, Francis J. Di Vesta and Lloyd P. Rieber, 35:4, 213–230.

Comparison of computer-assisted instruction and print drill performance: A research note, Donald L. Campbell, Dennis L. Peck, Charles J. Horn, and Robert K. Leigh, 35:2, 95–103.

A computer-based strategy for personalizing verbal problems in teaching mathematics, Steven M. Ross and Padma G. Anand, 35:3, 151–162.

Degree of mnemonic support and students' acquisition of science facts, Charles R. Morrison and Joel R. Levin, 35:2, 67–74.

Designing electronic text: The role of print-based research (ERIC/ECTJ Annual Review Paper), James Hartley, 35:1, 3–17.

Effect of pictures on recall of written prose: How durable are picture effects? Gary L. Anglin, 35:1, 25–30.

The effects of age of viewer and gender of the narrator on children's visual attention and recall of story ideas, James D. Klein, Dalene R. Voss, and Robert A. Reiser, 35:4, 231–238.

The effects of ascending, descending, and fixed criteria on student performance and attitude in a mastery-oriented course, Robert A. Reiser, Marcy P. Driscoll, and Adriana Vergara, 35:4, 195–202.

The effects of orienting activities and cognitive processing time on factual and inferential learning, Michael J. Hannafin, Timothy L. Phillips, Lloyd P. Rieber, and Casey Garhart, 35:2, 75–84.

The effects of variations in lesson control and practice on learning from interactive video, Michael J. Hannafin and Maryanne E. Colamaio, 35:4, 203–212.

Enriching children's recall of picture-dictionary definitions with interrogations and elaborated pictures, Eileen Wood, Michael Pressley, James E. Turnure, and Ruth Walton, 35:1, 43–52.

Four studies dealing with mediated persuasive messages, attitudes, and learning styles, Michael R. Simonson, Roger Aegerter, Timothy Berry, Terry Kloock, and Robert Stone, 35:1, 31–41.

Is systematic telephone tutoring more effective for some correspondence students than for others? An exploratory study, Gordon Thompson and Alan B. Knox, 35:2, 105–117.

Microcomputers and continuing motivation, Sherrie L. Seymour, Howard J. Sullivan, Naomi O. Story, and Mary Lou Mosley, 35:1, 18–23.

A study of the attitudes of pre-service teachers toward the use of computers, Alex A. Koohang, 35:3, 145–149.

Three-dimensional computer animated graphics: A tool for spatial skill instruction, Susan Lee Zavotka, 35:3, 133-144.

ARTICLES *(by author)*

Aegerter, Roger. *See* Simonson, Michael R.

Anand, Padma G. *See* Ross, Steven M.

Anglin, Gary L., Effect of pictures on recall of written prose: How durable are picture effects? 35:1, 25–30.

Berry, Timothy. *See* Simonson, Michael R.

Campbell, Donald L., Dennis L. Peck, Charles J. Horn, *and* Robert K. Leigh, Comparison of computer-assisted instruction and print drill performance: A research note, 35:2, 95–103.

Colamaio, Maryanne E. *See* Hannafin, Michael J.

Dede, Christopher, Artificial intelligence applications to high-technology training, 35:3, 163–181.

Di Vesta, Francis J., *and* Lloyd P. Rieber, Characteristics of cognitive engineering: The next generation of instructional systems, 35:4, 213–230.

Driscoll, Marcy P. *See* Reiser, Robert A.
Garhart, Casey. *See* Hannafin, Michael J.
Hannafin, Michael J., *and* Maryanne E. Colamaio, The effects of variations in lesson control and practice on learning from interactive video, 35:4, 203–212.
Hannafin, Michael J., Timothy L. Phillips, Lloyd P. Rieber, *and* Casey Garhart, The effects of orienting activities and cognitive processing time on factual and inferential learning, 35:2, 75–84.
Hartley, James, Designing electronic text: The role of print-based research (ERIC/ECTJ Annual Review Paper), 35:1, 3–17.
Horn, Charles J. *See* Campbell, Donald L.
Hurt, Jeffry A., Assessing functional effectiveness of pictorial representations used in text, 35:2, 85–94.
Klein, James D., Dalene R. Voss, *and* Robert A. Reisner, The effects of age of viewer and gender of the narrator on children's visual attention and recall of story ideas, 35:4, 231–238.
Kloock, Terry. *See* Simonson, Michael R.
Knox, Alan B. *See* Thompson, Gordon.
Koohang, Alex A., A study of the attitudes of pre-service teachers toward the use of computers, 35:3, 145–149.
Leigh, Robert K. *See* Campbell, Donald L.
Levin, Joel R. *See* Morrison, Charles R.
Mosley, Mary Lou. *See* Seymour, Sherrie L.
Morrison, Charles R., *and* Joel R. Levin, Degree of mnemonic support and students' acquisition of science facts, 35:2, 67–74.
Peck, Dennis L. *See* Campbell, Donald L.
Phillips, Timothy L. *See* Hannafin, Michael J.
Pressley, Michael. *See* Wood, Eileen.
Reiser, Robert A., Marcy P. Driscoll, *and* Adriana Vergara, The effects of ascending, descending, and fixed criteria on student performance and attitude in a mastery-oriented course, 35:4, 195–202. *Also see* Klein, James D.
Rieber, Lloyd P. *See* Di Vesta, Francis J.; Hannafin, Michael J.
Ross, Steven M., *and* Padma G. Anand, A computer-based strategy for personalizing verbal problems in teaching mathematics, 35:3, 151–162.
Seymour, Sherrie L., Howard J. Sullivan, Naomi A. Story, *and* Mary Lou Mosley, Microcomputers and continuing motivation, 35:1, 18–23.
Simonson, Michael R., Roger Aegerter, Timothy Berry, Terry Kloock, *and* Robert Stone, Four studies dealing with mediated persuasive messages, attitudes, and learning styles, 35:1, 31–41.
Stone, Robert. *See* Simonson, Michael R.
Story, Naomi O. *See* Seymour, Sherrie L.
Sullivan, Howard J. *See* Seymour, Sherrie L.
Thompson, Gordon, *and* Alan B. Knox, Is systematic telephone tutoring more effective for some correspondence students than for others? An exploratory study, 35:2, 105–117.
Turnure, James E. *See* Wood, Eileen.
Vergara, Adriana. *See* Reisner, Robert A.
Voss, Dalene R. *See* Klein, James D.
Walton, Ruth. *See* Wood, Eileen.
Wood, Eileen, Michael Pressley, James E. Turnure, *and* Ruth Walton, Enriching children's recall of picture-dictionary definitions with interrogation and elaborated pictures, 35:1, 43–52.
Zavotka, Susan Lee, Three-dimensional computer animated graphics: A tool for spatial skill instruction, 35:3, 133–144.

INTERNATIONAL REVIEWS

Le plan "Informatique Pour Tous," *Education et Informatique, Abstracted by* Nick Eastmond, 35:1, 55–56.
Educational technology and educational reform, *Media in Foreign Language Instruction,* a journal of the China Association for Foreign Language Instructional Technology, *Abstracted by* Clement Chow, 35:4, 246–247.
Media in transition. Swedish mass communication research on new information technology, Ulla Carlsson (Ed.), *Abstracted by* Rune Pettersson, 35:1, 56.
A study on educational computer programs in Korea, *Journal of Korean Cultural Research, Abstracted by* Youngsoo Kim, 35:1, 53–54.

BOOK REVIEWS *(by title)*

Designing interactive software, Greg Kearsley and Robin Halley, *Reviewed by* Ellen D. Wagner, 35:4, 241–243.
Instructional design competencies: The standards, Wellesley Foshay, Kenneth Silber, and Odin Westgaard, *Reviewed by* Roberts A. Braden, 35:3, 184–186.
Instructional technology: Foundations, Robert M. Gagne (Ed.), *Reviewed by* Barbara Grabowski, Alexander Romiszowski, and Alan Januszewski, 35:2, 119–124.
Interactive video, Richard Schwier, *Reviewed by* John F. Moore, 35:4, 239-241.
The psychology of illustration, Vol. I, Basic research, Dale M. Willows and Harvey A. Houghton (Eds.), *Reviewed by* David M. Moore, 35:3, 182–184.
Theoretical and conceptual bases of instructional design, Rita Richey, *Reviewed by* Barbara Seels, 35:1, 57–59.

BOOK REVIEWS *(by author or editor)*

Foshay, Wellesley, Kenneth Silber, *and* Odin Westgaard, Instructional design competencies: The standards, *Reviewed by* Roberts A. Braden, 35:3, 184–186.

Gagne, Robert M. (Ed.), Instructional technology: Foundations, *Reviewed by* Barbara Grabowski, Alexander Romiszowski, and Alan Januszewski, 35:2, 119–124.
Halley, Robin. *See* Kearsley, Greg.
Houghton, Harvey A. *See* Willows, Dale M.
Kearsley, Greg, *and* Robin Halley, Designing interactive software, *Reviewed by* Ellen D. Wagner, 34:4, 241–243.
Richey, Rita, Theoretical and conceptual bases of instructional design, *Reviewed by* Barbara Seels, 35:1, 57–59.
Schwier, Richard, Interactive video, *Reviewed by* John F. Moore, 35:4, 239–241.
Silber, Kenneth. *See* Foshay, Wellesley.
Westgaard, Odin. *See* Foshay, Wellesley.
Willows, Dale M., and Harvey A. Houghton (Eds.), The psychology of illustration, Vol. I, Basic research, *Reviewed by* David M. Moore, 35:3, 182–184.

BOOK REVIEWERS

Braden, Roberts, A., 35:3, 184–186.
Grabowski, Barbara, 35:2, 119–124.
Januszewski, Alan, 35:2, 119–124.
Moore, David M., 35:3, 182–184.
Moore, John F., 35:4, 239–241.
Romiszowski, Alexander, 35:2, 119–124.
Seels, Barbara, 35:1, 57–59.
Wagner, Ellen D., 35:4, 241–243.

RESEARCH ABSTRACTS *(by title)*

Age differences in children's perceptions of message intent: An exploratory study, Betty J. Blosser and Donald F. Roberts, 35:1, 61–62.
An analysis of instructional designs of effective elementary teachers. Final report. Barbara F. Fabert, et al., 35:4, 249.
Applications of microcomputer search-type adventure games in research on spatial orientation, place location, and memory for places, Alfred S. Forsythe, Jr., 35:2, 126.
Biases of communication systems: An exploratory approach to studying new communication technologies, Kathy A. Krendl *and* Eric S. Fredin, 35:1, 61.
Cognitive education and native adolescents: A pilot study, Frederick I. Carnew and W. Bruce Clark, 35:3, 187.
Cognitive structure organization: A theoretical view of the instructional development process, Rose C. McCallin, 35:3, 188.
A cognitive style change approach to the modification of thinking in college students, Edith D. Neimark, 35:1, 60.
Computer aided self-instruction training with impulsive deaf students and learning disabled students: A study on teaching reflective thought, Donald S. Campbell, et al., 35:3, 189.
Designing interactive tutorials for computer users: Effects of the form and spacing of practice on skill learning, David H. Charney and Lynne M. Reder, 35:3, 188.
Differential effectiveness of three kinds of computer assisted instruction, Morven S. W. Ngaiyaye and Arie VanderPloge, 35:2, 126.
The effects of computer animated orienting activities and practice on application and problem solving skills in an elementary science lesson: An exploratory study, Lloyd P. Rieber and Michael J. Hannafin, 35:3, 188–189.
Effects of modes of computer-assisted instruction on conceptual understanding and achievement of college students exhibiting individual differences in learning: A pilot study, Paul Rowland and Carol L. Stuessy, 35:4, 249.
Effects of training in problem solving on the problem-solving abilities of gifted fourth graders: A comparison of the future problem-solving and instrumental enrichment programs, Hillrey A. Dufner and Patricia A. Alexander, 35:3, 190.
Havens for learning: Toward a framework for developing effective uses of technology, John D. Bransford, et al., 35:1, 62.
The influence of varying text densities in teaching with computer and print presentations, Gary R. Morrison, et al., 35:4, 248–249.
Microcomputer experiences and student interaction in small groups, Mary Alice Vereen, 35:2, 125.
Observations in school computer rooms, Dan Davis, et al., 35:4, 248.
Reading comprehension of high school students on print vs. microcomputer-generated text, Shirley C. Feldman and Marian C. Fish, 35:3, 189–190.
Representational models in middle school problem solving, Karen A. Schultz, 35:1, 61.

RESEARCH ABSTRACTS *(by author)*

Alexander, Patricia A. *See* Dufner, Hillrey A.
Blosser, Betty J., *and* Donald F. Roberts, Age differences in children's perceptions of message intent: An exploratory study, 35:1, 61–62.
Bransford, John D., et al., Havens for learning: Toward a framework for developing effective uses of technology, 35:1, 62.
Campbell, Donald S., et al., Computer aided self-instruction training with impulsive deaf students and learning disabled students: A study on teaching reflective thought, 35:3, 189.
Carnew, Frederick I., *and* W. Bruce Clark, Cognitive education and native adolescents: A pilot study, 35:3, 187.
Charney, David H., *and* Lynne M. Reder, Designing interactive tutorials for computer users: Effects of the form and spacing of practice on skill learning, 35:3, 188.

Clark, W. Bruce. *See* Carnew, Frederick I.
Davis, Dan, et al., Observations in school computer rooms, 35:4, 248.
Dufner, Hillrey A., *and* Patricia A. Alexander, Effects of training in problem solving on the problem-solving abilities of gifted fourth graders: A comparison of the future problem-solving and instrumental enrichment programs, 35:3, 190.
Fabert, Barbara F., et al., An analysis of instructional designs of effective elementary teachers. Final report, 35:4, 249.
Feldman, Shirley C., *and* Marian C. Fish, Reading comprehension of high school students on print vs. microcomputer-generated text, 35:3, 189–190.
Fish, Marian C. *See* Feldman, Shirley C.
Forsythe, Alfred S., Jr., Applications of microcomputer search-type adventure games in research on spatial orientation, place location, and memory for places, 35:2, 126.
Fredin, Eric S. *See* Krendl, Kathy A.
Hannafin, Michael J. *See* Rieber, Lloyd P.
Krendl, Kathy A., *and* Eric S. Fredin, Biases of communication systems: An exploratory approach to studying new communication technologies, 35:1, 61.
McCallin, Rose C., Cognitive structure organization: A theoretical view of the instructional development process, 35:3, 188.
Morrison, Gary R., et al., The influence of varying text densities in teaching with computer and print presentations, 35:4, 248–249.
Neimark, Edith D., A cognitive style change approach to the modification of thinking in college students, 35:1, 60.
Ngaiyaye, Morven S. W., *and* Arie VanderPloge, Differential effectiveness of three kinds of computer assisted instruction, 35:2, 126.
Reder, Lynne. *See* Charney, David H.
Rieber, Lloyd P., *and* Michael J. Hannafin, The effects of computer animated orienting activities and practice on application and problem solving skills in an elementary science lesson: An exploratory study, 35:3, 188–189.
Roberts, Donald F. *See* Blosser, Betty J.
Rowland, Paul, *and* Carol L. Stuessy, Effects of modes of computer-assisted instruction on conceptual understanding and achievement of college students exhibiting individual differences in learning: A pilot study, 35:4, 249.
Schultz, Karen A. Representational models in middle school problem solving, 35:1, 61.
Stuessy, Carol L. *See* Rowland, Paul.
VanderPloge, Arie. *See* Ngaiyaye, Morven, S. W.
Vereen, Mary Alice, Microcomputer experiences and student interaction in small groups, 35:2, 125.

Mark your calendar!

THE ANNUAL CONVENTION

of the

Association for Educational Communications and Technology

Dallas, Texas
February 2-6, 1989